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State Normal and Training School Gorham Maine Catalog 1881-1882

State Normal and Training School

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CATALOGUE

OF THE

State Normal and Training School,

AT

GORHAM, MAINE,



For the Year Ending June 30, 1882.

AUGUSTA:

SPRAGUE & SON, PRINTERS TO THE STATE.

1882.

TRUSTEES.

Gov. HARRIS M. PLAISTED, *Ex officio*.

NELSON A. LUCE,

State Supt. of Common Schools, *Ex officio*.

STEPHEN HINKLEY, Gorham.

LUTHER G. PHILBROOK, Castine.

AMOS W. PLUMMER, Bangor.

JAMES H. ROWELL, Kittery.

JAMES B. SEVERY, Farmington.

Teachers.

W. J. CORTHELL,

HELEN M. KIMBALL,

CHARLES W. FENN,

HARRIET E. DEERING.

TEACHERS OF MODEL SCHOOLS,

GRACE J. HAYNES,

BESSIE A. READ.

JANITOR,

HUMPHREY COUSINS.

State Normal and Training School.

GRADUATES.

FIRST CLASS—GRADUATED JANUARY, 1880.

Allen, Genevieve *	Portland, 28 Munroe St.
Allen, Lucy S *	Saccarappa.
Bacon, Frank E.	Gorham.
Barrows, Edith M *	Portland, 251 High St. *
Burleigh, Clara M *	Fairfield Center.
Burleigh, Kate H *	Fairfield Center.
Chadbourne, Osbourne F*	East Baldwin.
Clapp, Carrie S	Snow's Falls, Paris.
Clark, Georgie M *	Cumberland Mills.
Cordwell, Fannie F.	Cumberland Mills.
Dow, Marshall C*	West Baldwin.
Elden, Mary P*	Buxton.
Evans, Mildred*	Portland, 119 State St.
Files, Emma A*	Gorham.
Files, Everett E*	West Gorham.
Gay, Henrietta L*	Saco.
Goodwin, Alice L*	Gorham.
Goold, Clara A*	Portland.
Hamblen, Isabelle*	Portland, 4 Alder St.
Hamblen, Lewis A	Gorham.
Hamlin, Elvira B *	Sweden.
Higgins, Helen M*	Standish.
Hill, Addie*	Buxton Center.
Johnson, Annie C*	Gorham.
Josephs, Susan	Portland, 83 Hanover St.
Knight, Mary H*	Gorham.
Libby, Mary A*	Limerick.
Luce, Maggie*	Saccarappa.

* Have taught since graduation.

Murch, Marietta S*	Portland, 108 Elm St.
Pennell, Jennie F*	Saccarappa.
Pike, Emma A*	Cornish.
Pingree, Cynthia E*	Denmark.
Roberts, Una G*	East Waterboro'.
Rounds, Georgiana*	Buxton Center.
Simonton, Josephine A*	Portland, 469 Cumberland
Short, Josephine H.	Saccarappa. [St.
Skinner, Charles H*	South Casco.
Smith, Thomas V*	Buxton Center.
Spear, Addie J*	Standish.
Sturdivant, Margaret S*	Cumberland.
Wentworth, Belle H*	West Newfield.
Whiteley, Lucy A*	Portland, 32 Melbourne St.
Whitehouse, Julia M*	Sweden.
Whitney, Alston V*	Sebago Lake.
Whitney, Eva L*	Sebago Lake.

SECOND CLASS—GRADUATED JUNE, 1880.

Blake, Mildred E*	East Deering.
Burke, Carrie B*	Kennebunk Depot.
Dike, John L.	Sebago.
Dow, Jane A*	Falmouth.
Drummond, Florence L*	Waterville.
Eaton, Maggie*	Buxton.
Elwell, Everett P*	Buxton.
Evans, Jeannie*	Portland, 119 State St.
Evans, Winifred*	Norway.
Guptill, Edward W*	Saccarappa.
Hall, Alice W*	Windham Center.
Hodgdon, Lizzie A*	Waterville.
Holmes, Susan A*	Portland, 64 Deering St.
Hopkinson, Fannie E*	North Gorham.
Ingalls, Kate F*	Denmark.
Libbey, Mary A*	Gorham.
Mariner, Julia A*	Auburn.
Owen, Fred P*	Buxton Center.

* Have taught since graduation.

Owen, Lincoln*	Buxton Center.
Parker, E. Louise*	North Gorham.
Ricker, Annie L.*	South Berwick.
Spinney, George R*	West Gorham.
Suckling, John F*	Bingham.
Weeks, Grace M*	Gorham.
Wescott, Jennie S*	North Gorham.
Wickwire, Rebecca A	Portland.
Witham, Cynthia E*	East Jefferson.
Whitney, Frank I*	Gorham.

THIRD CLASS—GRADUATED JANUARY, 1881.

Adams, Priscilla*	Hiram.
Bryant, George H.	Harrison.
Caswell, Emily E*	Harrison.
Chadbourn, Bertha*	Gorham.
Chadbourn, Helen S*	Gorham.
Clay, Linnie C*	Buxton Center.
Cleaves, Fordyce P*	Kennebunkport.
Cobb, Mary P*	Buxton Center.
Colby, Annie E*	Bingham.
Davis, Lulu A*	Buxton Center.
Dow, Lorenzo E*	Dry Mills.
Hamblen, Maria C*	Gorham.
Littlefield, Jessie G*	Alfred.
Merrill, William A	Buxton.
Norton, Elizabeth P*	North New Portland.
Owen, Addie N*	Augusta.
Pennell, Elmer E.	Saccarappa.
Pierce, George K*	Upper Gloucester.
Pingree, Minnie J*	Denmark.
Pond, Elizabeth M*	Bangor, 147 Hammond St.
Smith, Clara L.*	Linneus.
Stiles, Leonard B	Saccarappa.
Weeks, Grace E*	Brownfield.

* Have taught since graduation.

FOURTH CLASS—GRADUATED JUNE, 1881.

Blake, Irving	Buxton Center.
Bradstreet, Alice M*	Bridgton.
Brown, Eva W.....	Portland, 91 Lincoln St.
Byrne, Ellen J*.....	Robbinston.
Cobb, Georgia A*.....	West Gorham.
Jordan, Cyrus A*.....	North Raymond.
Kimball, Mary H*.....	Alfred.
King, Abbie C*.....	Waterville.
Leighton, Georgie*.....	Westbrook.
Merrill, George E*.....	Gray.
Nowland, Alice*.....	Ashland.
Reed, Ermina J*.....	E. North Yarmouth.
Sanborn, Etta L*.....	Acton.
Sanborn, Jesse W*.....	Acton.
Staples, Clara E*.....	Bridgton.
Thompson, Lois A*.....	Cape Elizabeth Depot.
Titcomb, Dorcas D*.....	Kingsbury.
Witham, Marilla*.....	East Raymond.

FIFTH CLASS—GRADUATED JANUARY, 1882.

Bean, Jennie*.....	Denmark.
Brackett, Lizzie L*.....	Harrison.
Conant, Ada B*.....	Ross' Corner.
Davis, Annie L*.....	West Newfield.
Dike, Grace L*.....	Sebago.
Ellis, Eliza E*.....	West Waterville.
Kennie, Lizzie J.....	Yarmouth.
Merrill, Julia E*.....	Gray.
Moulton, Julia S.....	Alfred.
Owen, Lincoln*.....	Buxton.
Stone, Lizzie M*.....	Portland, 87 Winter St.
Stuart, Ella M*.....	Bolster's Mills.
Titcomb, Edith A*.....	Kingsbury.
Weymouth, Leola F*.....	East New Portland.
Whitney, Celia E*.....	Gray.

*Have taught since graduation.

Winter Term, 1881.

A Class.

NAMES.	P. O. ADDRESS.
Bean, Jennie	Denmark.
Brackett, Lizzie L.	Harrison.
Conant, Ada B.	Ross' Corner.
Davis, Annie L.	West Newfield.
Dike, Grace L.	Sebago.
Doughty, Susan A.	Gray.
Ellis, Eliza E.	West Waterville.
Hunt, Alston F.	Portland.
Kennie, Lizzie J.	Yarmouth.
Merrill, Julia E.	Gray.
Moulton, Julia S.	Alfred.
Stone, Lizzie M.	Portland, 87 Winter St..
Stuart, M. Ella.	Bolster's Mills.
Titcomb, Edith A.	Kingsbury.
Weymouth, Leola F.	East New Portland.
Whitney, Celia E.	Gray.

B Class.

Day, Marcia B.	Damariscotta.
French, Mary P.	Belfast.
Pattangall, Caroline S.	Pembroke.
Merrill, William A.	Buxton.

C Class.

Clark, Ada B.	Biddeford.
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D Class.

NAMES.	P. O. ADDRESS.
Allen, Mary J.....	Saccarappa.
Ayer, William E.....	Cumberland Mills.
Benson, Ida M.....	Biddeford.
Berry, Almeda E.....	Standish.
Cobb, Lizzie B.....	Deering.
Cotton, Carrie M.....	West Gorham.
Dennett, Lizzie I.....	Deering.
Elden, Cyrus M.....	Buxton.
Gilkey, Carrie L.....	Gorham.
Hamilton, Lizzie R.....	Waterborough.
Hall, Alice G.....	Falmouth.
Holden, Carrie M.....	Saccarappa.
Hawkes, Hiram C.....	South Windham.
Hodgdon, Frank A.....	Clinton.
Hutchinson, Lizzie.....	Cape Elizabeth Depot.
Kimball, Lucy F.....	Gorham.
Moulton, Anne A.....	Newfield.
Moulton, Hattie E.....	Buxton.
Moody, Mabel F.....	Biddeford.
Perkins, George A.....	Kennebunkport.
Smith, Hattie E.....	Buxton.
Smith, Ida L.....	West Gray.
Thomas, Ruth A.....	Westport.
Thorne, May A.....	Saccarappa.
Yates, Hattie E.....	West Baldwin.
Young, Fannie M.....	Hiram.

Spring Term, 1882.

A Class.

NAMES.	P. O. ADDRESS.
Armstrong, John H	Welchville.
Berry, Herbert L.	New Gloucester.
Day, Marcia B.	Damariscotta.
Doughty, Susan A	Gray.
French, Mary P.	Belfast.
Hunt, Alston F.	Portland.
March, Adelaide F.	Mechanic Falls.
Merrill, William A	Buxton.
Pattangall, Caroline S.	Pembroke.
Small, Charles O	East Otisfield.
Sweetzer, Ida E	North Yarmouth.
Titcomb, Edwin G.	North Pownal.
Treadwell, Charles A. L.	Buxton Center.

B Class.

Alden, Mary E	Gorham.
Barton, Flora	Narraguagus.
Clark, Ada E	Biddeford.
Cox, Annie E	Bath.
Drummond, Clara E	Waterville.
Gower, George W	Farmington.
Kimball, Annette	East Hiram.
Stewart, Nellie A	Cherryfield.
Stevens, Mary B.	New Gloucester.
Stone, Kate F.	Bridgton.

C Class.

NAMES.	P. O. ADDRESS.
Allen, Mary J	Saccarappa.
Ayer, William C	Cumberland Mills.
Benson, Ida M	Biddeford.
Cobb, Lizzie B.	Deering.
Cotton, Carrie M	West Gorham.
Dennett, Lizzie I.	Deering.
Elden, Cyrus M.	Buxton.
Gilkey, Carrie L.	Gorham.
Holden, Carrie M	West Windham.
Hawkes, Hiram C.	South Windham.
Hutchinson, Lizzie	Cape Elizabeth Depot.
Kimball, Lucy F.	Gorham.
Moulton, Annie A	Newfield.
Moulton, Hattie E	Scarborough.
Moody, Mabel F	Biddeford.
Perkins, George A	Kennebunkport.
Smith, Hattie E.	Buxton.
Smith, Ida L	West Gray.
Thorne, May A.	Saccarappa.
Yates, Hattie E	West Baldwin.
Young, Fannie M	Hiram.

D Class.

Baxter, William E	Portland.
Brown, Louise L	Saccarappa.
Baker, John F.	Bowdoinham.
Clark, Emma A	South Hollis.
Dow, Hettie C.	Dry Mills, Gray.
Colly, Charles B.	Westbrook.
Gowen, Addie P.	Duck Pond.
Griggs, Winifred	Saccarappa.
Goodwin, Alice H.	East Lebanon.
Goodwyne, Florence E.	West Newfield.
Hill, Ella I.	Goodwin's Mills.
Leighton, Mary	Duck Pond.

NAMES.	P. O. ADDRESS.
Lord, Jennie C.	East Lebanon.
Merrill, Irving.	North Raymond.
Merrill, Carrie S.	Buxton Lower Corner.
Pillsbury, Annie	West Scarborough.
Shaw, Carrie A.	Springvale.
Smith, Lulu W.	Kennebunkport.
Tarbox, George H.	Biddeford.
Tarbox, Jennie C.	West Buxton.



STATE NORMAL SCHOOL, GORHAM, ME.

This institution is one of three State Normal schools established by the State of Maine for "training teachers for their *professional labors*." It was established by the co-operation of the people of Gorham and the authorities of the State, and received its first class on January 19, 1879. The number of pupils who have been admitted is 257. The number of graduates is 146.

CONDITIONS OF ADMISSION.

Candidates for admission, proposing to become teachers in the public schools, must have attained the age of seventeen years, complete, if gentlemen, and sixteen years complete if ladies. They must present on the day of examination, a satisfactory certificate of good mental ability and high moral character; must declare their intention of remaining in the school the full term in which they enter; of faithfully observing the regulations of the school while members of it; and of afterwards teaching in the public schools of Maine. They must pass a satisfactory examination in Reading, Spelling, Writing, Arithmetic, Geography, and English Grammar.

A greater age and higher attainments than those prescribed above, with some experience in teaching, make the course of study in the school much more valuable to the pupils who are preparing themselves for teachers. Pupils of the age and qualifications prescribed above, who do not intend to teach, will be admitted to the school on payment of tuition.

The examination for admission takes place on Tuesday, the first day of each term, beginning at 9 o'clock A. M.

The next examination for admission takes place on Tuesday, September 5th, 1882.

THE DESIGN OF THE SCHOOL AND COURSE OF STUDIES.

The *design* of Normal Schools is strictly *professional*; that is to prepare, in the best possible manner, the pupils of said schools, for the work of organizing, governing and teaching the *common* schools of the State.

To this end, there must be the most thorough knowledge: *first*, of the branches of learning required to be taught in the schools; and *second*, of the best methods of teaching those branches. The first, it is the business of any school to give—the second, it is the *distinctive* work of the Normal School to impart.

The time of the course extends through a period of two years, and each year is divided into two terms of twenty weeks each, with daily sessions of not less than five days each week.

STUDIES.

The half yearly terms are divided, by a rest of one week, into quarters of ten weeks each; eight constituting the full course of two years. The figure after each subject indicates the number of quarters, during which such subject is to be studied:

Language, 8; Pedagogics, 4; Geometry, 3; Physics, 2; History, 2; Chemistry 2; Arithmetic, 3; Geography, 3; Algebra, 2; Botany, 1; Physiology, 1; Civil Polity, 1; Mineralogy, 2; Zoology, 2; Book-keeping, 4. While Reading, Drawing, Writing, Spelling and Music will extend through the course.

ORDER, DISTRIBUTION, and RANGE OF STUDIES.

First Quarter.—Language, 5;* Reading, with special reference to exact meaning of author; writing abstracts of matter read; transposition of poetry to prose; training in expression, in use of capitals, of punctuation, marks, &c. Geometry, 5. Study of Form, and the fundamental facts of Geometry, with practical applications of the same. Inventional work and constructions. Physics, 5; study of the general principles of mechanics; the manipulation of apparatus in the exposition of laws. Sound. History, 5; Topical work in epochs of discoveries, settlements, governments, with making of maps and charts, fixing the topography of country

* Figures show the number of recitations each week.

studied. Reading, 1; Drill in elementary sounds, voice building, tone, &c. Drawing, 1; Free-hand, copying, dictation and black-board work. Writing, 1; Spencerian principles, forms, movements. Music, 2. Elementary theory. Mineralogy, 2; study of specimens; qualities of fundamental minerals.

Second Quarter.—Language 5; study of prose and poetry; transpositions; abstracts; special attention to story; to characters portrayed; to descriptions in nature; to figurative language. Geometry, 5; truths of plane geometry demonstrated and applied. Original demonstration of theorems. Physics, 5. Study of heat, light, electricity, with practice in laboratory. Special attention given to the construction of simple apparatus for illustration of elementary laws. History, 5, political. The Constitution; its history, establishment, and contests growing out of it. Advancement of country, making of illustrative maps and charts. Reading, 2; emphasis, inflection, articulation. Drawing and writing, 1, as before. Book-keeping, 2; simple accounts, common forms, single entry. Music, 2; elementary theory.

Third Quarter.—Language, 4. Grammar, sentence, parts, classes, clauses, parts of speech, development of idea of, and practical applications. Geometry, 5; Solid geometry. Review of preceding work with special reference to methods of teaching. Chemistry, 5. Study of the laws of chemical combination. Investigation of specific properties of the elements by practice in the laboratory. Physiology, 5; anatomy of human body; illustration of different systems of anatomical models, histological slides for microscope, and complete skeleton. Hygiene. Reading, 1, as before. Drawing, 1, from models. Writing, 1. Book-keeping, 2; business papers, single entry forms. Music, 2; elementary theory. Composition, 1; analysis of subjects, practice.

Fourth Quarter.—Language 4. Grammar; changes in parts of speech; sentential and clausal analysis. Composition, 1; analysis of subjects; parts of a discourse; practice. Algebra, 5; Equations; definitions; fundamental operations; fractions; equations. Geography, 5; the earth as a whole, form, dimensions, motions, and measurements; parts of the surface; land and water forms; relief and drainage. Chemistry, 5; regular laboratory work for each pupil. Reading, 2; expression of sentiment and emotion. Draw-

ing, 1; drawing from models. Writing, 1; handling books; method of teaching. Book-keeping, 1; business papers; single entry forms. Music 2; elements, theory, and practice.

SECOND YEAR.

First Quarter.—Language 5; Grammar; arrangement of words in sentence; derivation and exact meaning of words; synonyms. Composition, 1; outlines for descriptions; filling same. Pedagogics, 5; mental faculties; time of development of each; training of these powers. Arithmetic 5; mental analysis; principles derived from such analysis; solution of problems. Geography, 5; the atmosphere; animal and vegetable life upon the earth; study of North America in detail, with drawing of map. Reading, 1; drill in vocal expression; recitative reading. Drawing 1; design drawing. Writing, 1; method of securing practice in classes. Book-keeping, 2; business papers, double entry forms. Music, 2; advanced music.

Second Quarter.—Language, 4; Rhetoric. Composition, 1; making sketches for stories; filling up the same. Pedagogics, 5; principles of teaching deduced from the "laws of mind"; education and instruction; test of "methods"; details of methods in reading and language. Algebra 5; involution and evolution, radicals, quadratics, progressions, discussions of formulas. Geography, 5; further study of grand divisions, with map drawing. Reading, 2; drill especially in narrative and descriptive pieces; recitative reading. Drawing and writing, 1, as before. Mineralogy, 2; classifying minerals; collections of minerals made by pupils; teaching exercise. Music, 2.

Third Quarter.—Language, 5; English Literature; critical study of selected work, several American authors. Pedagogics, 5; methods in number; geography; school management; motives and means of school discipline. Arithmetic, 5; development of formulas and rules; solution of problems. Botany, 5; the life of the plant from the seed to maturity, studied from the plants themselves. Plant description and analysis. Reading, 1; Recitative. Drawing, 1; Elementary perspective. Writing, 1. Zoology, 2; system of classification of the animal kingdom. Music, 2.

Fourth Quarter.—Language, 5; English Literature; critical study of selected works of several English authors. Pedagogics, 5 moral

science; study of the affections, desires and the will, as a basis of reasonable school government. Arithmetic, 5; development of principles, formulas and rules, and making problems by the class. Civil Government, 5; Primary principles, Civil Government of Maine, Constitution of the United States. Reading, 1; Recitative. Drawing, 2; Elementary Perspective. Zoology, 2; observation and dissection of specimens for characteristics and structure of species. Music, 2.

ADVANCED STUDIES.

As many of the graduates have expressed a desire for further study, in the school, a class will be formed at the beginning of the Fall term for advanced study. Graduates of this or any other normal school will be admitted. The course will include, for the first term, History of Education, Educational Systems. General History, Advanced Algebra. Chemical Manipulations. English Literature. Geometrical Drawing. Reading, Writing and Music, with the other classes.

ADMISSION TO ADVANCED STANDING.

Graduates of high schools, academies and seminaries, having a regular course of study of not less than three years, who have passed an examination on studies equivalent to one year's work of the course of study indicated, can be admitted to advanced standing, and can complete the course in one year.

Persons of mature age, and considerable experience in teaching, not graduates of such high schools, academies and seminaries, can be examined on any of the studies which they may select in the course of study indicated for the school, and so may be admitted to advanced standing and complete the course in less than two years.

OBJECTS, METHODS AND MEANS OF THE SCHOOL.

The ultimate object of the School is to make each pupil an agent for the education of others, of the highest degree of efficiency compatible with his natural endowments, his acquired knowledge on entering the school and the time of his continuance in the same.

The school aims to give the pupil a definite idea of the true object, and the principles of education, and thus enable him to devise methods, in accordance with such object and principles. It aims to secure to him a thorough knowledge of the subjects he will

be called to teach, and such a degree of skill in the application of principles as will enable him to organize and govern a school.

Education has a two-fold object ; first, to secure the development, the growth, the perfection of all the faculties ; and, incidentally, the acquisition of knowledge.

The teacher must know what the mental and moral powers are, the relative time of their development, the means of securing their growth, and the methods of bringing them into activity. He must be able also to understand how these general laws of mind are modified by the peculiar circumstances of each of his pupils. He must know the kind of knowledge adapted as an instrument to the development of each mental faculty, and the consequent order and method of acquisition of each kind of knowledge. Each pupil must be trained to habitual self-control, so that he may be master of his desires and affections, and may thus be able to govern his pupils and train them to habits of self-government.

Examinations are instituted to determine whether the pupil proposing to enter the school has a thorough knowledge of the subjects he will be called to teach. Such knowledge can be gained in any school, or by private study without the aid of any school. If the pupil has such knowledge, less time will be required in this school to secure the results sought. Some pupils are found, on examination, not to possess this knowledge. Hence, a course of study is adopted to supply the lack. This course must be adapted to the order of mental development. It must bring the observing powers into activity and train them to patience and keenness in action. It must lead the pupil to discover facts ; must make him discriminate accurately, and judge correctly. Again, the course must address the reflective powers, teaching principles, training the pupil to reason logically, and deduce from the study of facts, general laws.

The principles of education are derived from the laws of mind. All methods are determined by these principles. The school can not give detailed methods as part of its legitimate work. Such methods will be evolved by each teacher, from general principles, but will, necessarily, be modified in each case, by the individuality of the teacher and pupil, and by the peculiar surroundings of each teacher and pupil. The method is, so far as possible, objective. By skillful questioning the pupil is led to discover facts and relations, and from these deduce principles and definitions. Nothing is

to be done for the pupil which he can be led, with reasonable readiness, to do for himself. Lessons are conducted on the topical plan. The student is led to make these topics. They are derived in logical order from the object or subject of study. The lesson thus topically arranged is assigned to the class for study and preparation. Pupils are then called to teach the topics, under the criticism of the class and the teacher. This secures mastery of the subject, on the part of the pupils. It trains to clearness and correctness of expression. It gives the power of connected and logical thinking, so necessary to the teacher. Each day a review of the preceding lessons is given, the pupils leading in the review under the criticism of teacher and class. Written reviews, are made of each general division of a subject to give a clear idea of the connection of its subordinate parts, and a general review of each subject at the close of its study, to show the logical connection of the parts in their relation to each other.

Text books are used as books of reference in the preparation of the lessons. Statements of principles and definitions are required to be memorized. Committing text-books to memory is avoided, the object being to train the pupil to see and think for himself, rather than to depend upon words.

During the last term the pupils are required to do teaching in the model rooms. Subjects are assigned by the teachers in charge of these rooms; the pupil-teacher then makes a plan of his lessons; this is submitted to the principal for examination and criticism. When it is satisfactory to him, as in accordance with the principles of education, the pupil-teacher takes the class in the model room and teaches the lesson, subject to the subsequent criticism of the teacher in charge. The theories of the school are tried in practice.

MEANS.

A well selected library for general reading, with a good reference and professional library, both open to all the pupils.

Apparatus for illustrating physics, chemistry, geography, physiology, mineralogy and zoology, also for teaching form, color, &c., in primary departments.

Excellent model schools affording the pupil-teachers an opportunity to test theories by actual practice.

MODEL SCHOOLS.

There are two model schools, a primary and intermediate. In each school are three grades, thus giving the pupil-teachers drill as teachers in six grades. It is hoped that the village school will be brought into such connection with the Normal school as to give pupil-teachers an opportunity to work in all grades below the high.

The special aim of model schools, so far as the pupils of such schools are concerned, is to secure intelligence, and a thorough drill in *reading, writing, spelling, language,* and the *fundamental operations* of arithmetic; so far as the pupil-teachers of the normal school are concerned, to show them well arranged schools of these grades, to give them a clear idea of the order and importance of the elementary studies, to illustrate by actual *practice*, with classes of real children, *all the theories* taught in the normal school, and by actual teaching in those schools to test the pupil-teacher's power to teach and hold classes.

ADVANTAGES OF A NORMAL COURSE.

1. It enables its graduates to enter upon the work of teaching with very great advantages. They have carefully studied the subject of the intellect; the manner, means, and order of development of its several powers; the relative activity of these powers at different periods of the child's life; the proper stimulant for securing such activity. They have considered the principles of education as deduced from the laws of mind and have learned to test all proposed or invented methods of teaching by these principles. They have seen clearly how methods, deduced from principles which are changeless, must themselves vary with the character and surroundings of the pupil. The arrangement of school, in all its details, has been made familiar. This theoretical study has been made real and practical by its application to classes of children, which they have seen taught and trained and which the pupil teachers themselves have been called to teach and train. Detailed methods of teaching the elementary subjects have been given in theory, the theory then shown in practice with classes of children, and then the pupil teachers called to take such classes and show that they understand the theories given and know how to apply them in practice. The whole range of school work is thus made familiar to them.

2. It develops mental power ; holding that the first purpose of education is growth, not knowledge, it adapts all its methods to this end. Text books are means, not ends ; memory an accessory of, not a substitute for, reason ; the pupil, the active agent, the investigator, the discoverer ; the teacher only the guide.

3. It is thus eminently practical, giving the pupil in the highest degree the mastery of his own powers and enabling him to apply those powers under any circumstances, so as to secure the best results.

WHO NEED ITS ADVANTAGES.

1. All who teach, who have not acquired skill in the costly school of experience—costly to both teacher and pupil.

2. Those who, as parents or superintendents, have to direct the education of others, though not in the school-room.

3. Those who, not having access to strictly technical schools, need a preparation for the practical work of life in its various industrial occupations.

THE CALL FOR THE GRADUATES.

Each year makes greater demands upon the school to supply teachers for the schools in the State. There is a wide-spread and increasing feeling among parents and school officers that better teaching must be had in our public schools ; hence the constantly increasing demand for trained teachers. More teachers have been called for from the normal schools this year than ever before, and more than the schools could supply. It is obvious to those who watch the signs of the times that the demand will be greater in each coming year, as a more intelligent appreciation of good teaching shall prevail.

EXAMINATION, GRADUATION.

Examinations are held from time to time, by the teacher in charge, in each department of study. These serve, as all written work rightly managed does, to secure clearness of thought and accuracy of expression. They serve also, with the daily work of the pupil, to enable the teachers to form a just estimate of the pupils' power and growth. No regular daily marking is kept for the inspection of the pupils, and no appeal to this as a motive is allowed. Rank, as a motive, has no place in the school. If any pupil is manifestly unfit for a teacher, through physical, mental or moral lack, he is

advised to leave the school and find some other work. Those pupils who exhibit such character and attainment as, in the opinion of the teachers, will render them efficient instructors, receive the diploma of the school.

EXPENSES.

Tuition is free to all who pledge themselves to teach in the schools of Maine, wherever may have been their previous residence. Those who do not wish to pledge themselves so to teach will pay a tuition of ten dollars a half year.

All pupils pay an incidental fee of \$2.50 at the beginning of each half-year.

All books in the elementary studies lent to the pupils free of cost. Books in the other studies can be bought here at less than the retail prices.

BOARD.

All young ladies attending the school will board in the boarding-house, unless excused by the principal, and must apply to the principal and get his permission before making any arrangements to board elsewhere. Under its present management the boarding-house is made a pleasant home, entirely satisfactory to the pupils and the teachers of the normal school who board there.

Board, \$2.75 per week when two pupils occupy one room. Students furnish their own bed-clothes, towels, napkins and toilet soap. Students' private washing extra—this can be had at twenty-five cents a dozen. Bed-clothes, towels and napkins washed by the house. Students sweep and dust their rooms and make their own beds. Washing rooms and care of lights done by the house.

Parties wishing information in regard to board and rooms at the boarding-house should address Mr. J. C. Shirley, Gorham, Me.

Young gentlemen can get board at about \$3.00 per week. Rooms for self boarding, furnished with table, chairs, lamp, oil can, stove and bedstead, can be had for fifty cents per week.

BOOKS.

Pupils should bring with them the books which they have on the various subjects in the course of study; they will be of very great use for reference. Each student needs a bible, a dictionary and No. 2 Gospel Songs.

LOCATION.

Gorham is not surpassed in "beauty of situation" by any inland village in the State. Its people are distinguished for social and literary culture. Its religious privileges excellent. It is easy of access from all parts of the State. Its nearness to Portland (only a half-hour's ride distant) is very advantageous to the school. It affords the pupils an opportunity to study graded school work in one of the best arranged and best conducted school systems of New England. This privilege is freely used and is greatly beneficial.

MANAGEMENT.

Pupils coming to a normal school need no school government in the general meaning of the term. They are mature in years and character, and have a definite purpose in view. Certain requirements are made of them, without an observance of which no school could prosper. Observance of these is expected. Any moral delinquency would indicate that the pupil was unfit to be a teacher and so would make it useless that his connection with the school should be continued longer.

CALENDAR.

Fall term begins Tuesday, September 5, 1882.

Recess, from Tuesday, November 14, to Wednesday, November 22, 1882.

Fall term closes Friday, January 26, 1883.

Spring term begins Tuesday, February 13, 1883.

Recess, from April 24 to May 2.

Term closes Friday, June 29, 1883.

RANGE OF EXAMINATION.

The following questions show the range of examination for entrance to the regular course of two years.

GEOGRAPHY.

1—What is meant by the axis of the earth? If produced, where would it meet the northern heavens? How would you teach a child to find the north star? Mention any groups of stars which never set in this latitude. Around what star do they seem to revolve, and in what direction?

2—Name the five systems into which the rivers of North America may be grouped, and the largest river in each.

3—Name the countries of Europe with their capitals.

4—Trace the water route from San Francisco to New York, thence to the largest city in Europe.

5—Give boundaries and width of each zone. What determines the place of these boundaries?

6—Draw a map of North America, putting in boundaries of countries, location of capitals, chief rivers and mountains.

7—Draw map of Maine. Put in chief towns, rivers and railways.

NOTE.—The 6th and 7th count as much as the other five.

ARITHMETIC.

1—Define abstract and concrete numbers; prime and composite numbers; prime factors.

2—Write in Roman numerals, 1818, 69, 1013, and give the law of increase and decrease in Roman numerals.

3—What factors make up the least common multiple of several numbers, and what factors make the greatest common divisor of several numbers?

4—Multiply 2-3 by 3-5, and explain in full.

5—Multiply four-hundredths by four millionths. Divide four-hundredths by four-millionths. Give explanation of the pointing in each result.

6—What is the difference in products of 3 1-10 by 2 1-9 and 2 1-10 by 3 1-9?

7—What difference in time does a difference of one degree of longitude make; and why?

8—Analyze fully: If \$7 3-4 pay for 2 2-3 yards, how many yards can be bought for \$4 5-8?

9—A man bought 320 acres of land at \$16 per acre; he kept it one year and sold the whole for \$6,172. What per cent. did he gain?

10—Interest of \$1728 for two years, seven months, at 7 3-10 per cent.

GRAMMAR.

1—Analyze the following:—

All worldly shapes shall melt in gloom,

The sun himself must die,

Before this mortal shall assume

Its immortality.

2—Classify the italicized words.

3—Classify the following words : light, sound, square, die, use, further, so.

4—Write the plural of lady, man, ox, pea, chimney, roof, genius, axis.

5—Give the past indicative and past participle of lay, choose, hang, lie, set, be.

6—Inflect the personal pronouns of the 1st and 2d persons, and the 3d person feminine.

7—When several possessives are connected, to how many of them must the sign be annexed? Illustrate.

8—Correct or justify the following :

a—"The work has been finished last week."

b—"He laid down to rest."

c—"There remains two points to be settled."

d—Those sort of people should be avoided.

e—The committee were divided in their opinions.

9—Write a brief composition on the following outline : Two boys walking in the woods ; squirrel ran into his nest ; boys dig out the nest ; take the winter store of nuts ; despair of old squirrel ; sufferings of the young ones.

10—Separate the first ten words used into syllables, mark the accented syllables and mark each vowel in the ten words with its proper sign.

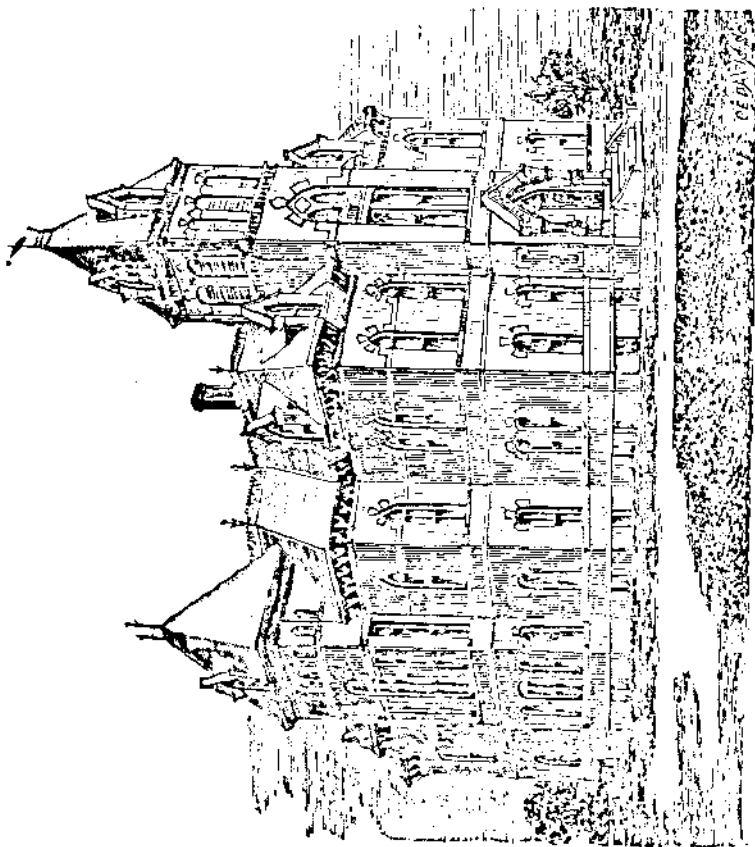
CORRESPONDENCE, &c.

All parties interested in education are cordially invited to visit the school and inspect its work. School committees are specially urged to visit the School ; and if they approve its work, to urge some from their towns to attend. Correspondence with school officers and teachers invited. For any information concerning the School and its work, address

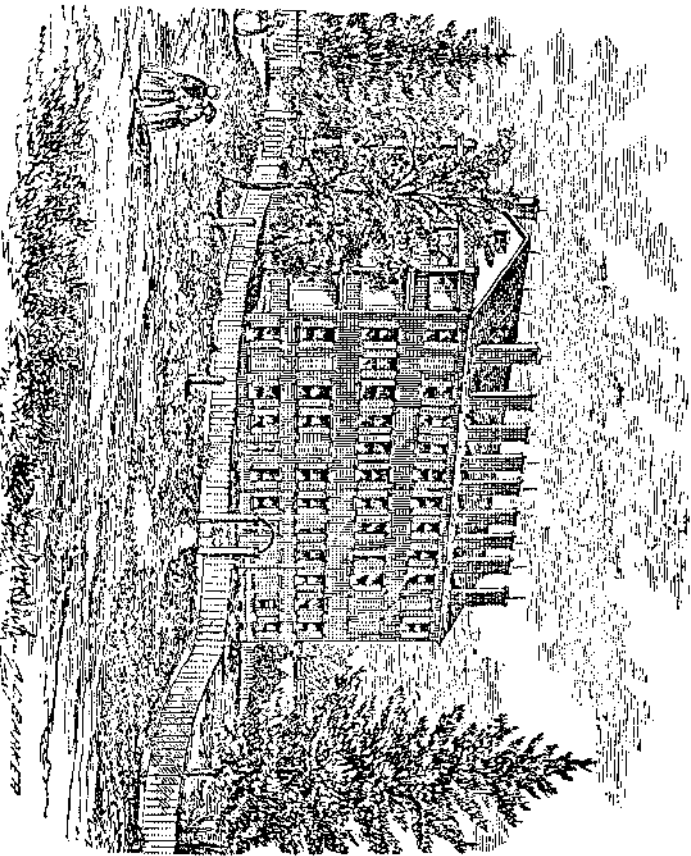
W. J. CORTHELL,

GORHAM, MAINE.





Western Normal School Building, Gorham.



Normal School Boarding Hall, Gorham.

